



# INDIANA STATE BOARD OF EDUCATION

## Graduation Pathways Panel Meeting #5 – Collaborators' Biographies

**Dr. Monica Almond** serves as Senior Associate, Policy Development and Government Relations at the Alliance for Excellent Education—a DC-based policy and advocacy organization dedicated to ensuring that all students graduate from high school college- and career-ready. At the Alliance, Almond leads the Alliance's work on Perkins reauthorization, career and technical education, and college- and career-pathways systems. Almond manages the policy development of the Alliance's Linked Learning portfolio, and highlights other evidence- and research-based college- and career-pathways initiatives across the country.

**Wayne J. Camara** is the Horace Mann Research Chair and former Senior Vice President of Research at ACT. Prior to joining ACT in 2013, he served as Vice President for Research & Development at the College Board for 19 years where he was responsible for assessment development, validation and research for programs including the SAT and AP. He played a major role in many major developments including the design and research for the SAT with Writing and redesign of AP. Previously he served in leadership at the American Psychological Association (APA), taught at George Washington University, and worked as a research scientist at HumRRO. His research and publications focuses on college readiness, large-scale assessment, admissions and placement testing, standard setting, ethical and professional issues in assessment, test validation, innovation and digital assessment and fairness.

A nationally-recognized leader in education policy and standards-based reform, **Mike Cohen** became President of Achieve in 2003. Created in 1996 by the nation's governors and corporate leaders, Achieve is an independent, bipartisan, non-profit education reform organization based in Washington, DC that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability so all students graduate ready for college, work and citizenship. Cohen has held several key roles in education during the past 20+ years, including Director of Education Policy at the National Governors Association and Director of Planning and Policy Development at the National Association of State Boards of Education. During the Clinton Administration he served as Assistant Secretary for Elementary and Secondary Education, Special Assistant to President Clinton for Education Policy, and Senior Advisor to U.S. Secretary of Education Richard Riley.

**Catherine Dunn** is the Assistant Vice President State and Strategic Accounts at ACT. Dunn has spent her career in education, progressing from public school teacher & administrator to state policymaker to state strategist for a national not for profit organization to currently the Chief Advancement Officer for a premier private school. She has over a dozen years of experience in education, strategy, fundraising, & organizational leadership, serving as Executive Director of State Strategy for the College



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Board & Chief Advancement Officer of Pinecrest Academy, a private Catholic school in the Atlanta area. Dunn's experience began in teaching then to building level administration, moving to state level heading up gifted and talented and state partnerships, progressing to the College Board where Dunn received three promotions in three years with increasing responsibilities from regional to national in scope.

As the Chief Learning Officer of competency-based education work at KnowledgeWorks, **Virgel Hammonds** partners with national policymakers and local learning communities throughout the country to redesign learning structures to become more learner-centered and based on proficiency, rather than seat time. He also works with KnowledgeWorks staff to build out competency education tools and services to help districts implement this personalized learning model. Hammonds previously served as the superintendent of RSU 2 School district in Maine. There, he collaborated with five communities to develop and implement a curriculum designed to ensure mastery of standards by all students. Before serving as superintendent, Virgel was a high school principal at Lindsay Unified School District in California. With 4,100 K-12 students in the district, 100 percent qualify for free and reduced lunch. There, Hammonds helped implement a personalized learning model where “learners” don’t earn letter grades, but rather are awarded mastery for subjects in which they’ve proven to be proficient.

**Dr. Amy Loyd** is the Associate Vice President of Building Educational Pathways for Youth at Jobs for the Future and leads the organization’s Pathways to Prosperity and college and career pathways bodies of work. In this role, she guides states and regions in developing and scaling effective policies, infrastructure, and practices to build sustainable systems of college and career pathways that seamlessly integrate secondary and postsecondary education and are aligned with regional labor markets. Her areas of expertise include building effective cross-sector partnerships, early college and dual enrollment, youth work-based learning, education and industry partnerships, state policy, change management, and leadership development. Prior to joining JFF, Loyd led an urban public-private partnership network of K-12 schools providing culturally responsive education and wraparound services to Alaska Native and Native American students and their families.

**Brent Parton** is the deputy director of the Center on Education and Skills with the Education Policy program at New America. The Center is dedicated to building learning-based pathways to economic opportunity that can begin inside or outside of formal higher education. His work focuses on federal and state policies to scale those pathways and ensure their quality and relevance within an evolving economy. Prior to New America, Parton served as a senior policy advisor at the U.S. Department of Labor. There he advised leadership on a range of skills issues, including the expansion of apprenticeship, the design of investments in regional industry-workforce partnerships, and enhancing federal interagency coordination on skills initiatives. Parton also worked at the National



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Governors Association, where he led the development of a new portfolio focused on supporting state strategies to expand high-quality work based learning.

**Abigail Potts** is the NASBE's director of college, career, and civic readiness. She previously served as a research scientist at the US Department of Education's National Center for Education Statistics (NCES). At NCES, she worked in partnership with the Office for Civil Rights (OCR) to administer the Civil Rights Data Collection (CRDC). The CRDC provides wide-ranging data on educational access and opportunity covering topics such as early childhood education, college and career readiness, resource equity, and bullying and harassment. Potts has also served as an independent consultant providing technical assistance and policy analysis and as a senior policy advisor within the US Department of Education's Office of Elementary and Secondary Education working on assessment and accountability issues. Her first job in education was at the Council of Chief State School Officers (CCSSO) reporting on education indicators and state education policies.

**Tricia Renner** is the Executive Director of K12 Services in the Midwest Region. She has been with the College Board since March 2005. During her tenure with the College Board she has served in a variety of roles including: Midwest K-12 and Higher Education Manager, Midwest Director/Senior Director of State Government Relations, and Executive Director of State Government Relations. In her various roles, she has worked in all thirteen states in the region at the state and district level, and with state and national education associations. The states she works most closely with are Indiana, Ohio and North Dakota. As the Executive Director of K12 Services, Renner is responsible for managing a team of 15 professionals who support K12 state and district initiatives related education policy, assessment, curriculum and instruction, and college/career planning. Prior to joining the College Board, Renner worked for thirteen years at Wright State University in the Office of Pre-College Programs and the Office of Admissions.

**Ryan Reyna** is a Senior Associate at Education Strategy Group (ESG), a research and consulting firm based in the Washington, D.C. area. Ryan joined ESG in 2016 to support the group's overall college and career readiness strategy. He leads the organization's efforts to help states bring stronger, more impactful college- and career-ready indicators into their K-12 accountability systems to ensure that those systems measure and value students' readiness for the 21st century world of work. Prior to joining ESG, Reyna served as Director of the Office of Accountability and Data Management at the Delaware Department of Education. He led the state's efforts to develop a new multi-measure accountability system, transition to a new value added model for growth in school accountability, and annually report on Pre-K through higher education outcomes. Previously, Reyna served as a Program Director in the Education Division at the National Governors Association Center for Best Practices.



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**Tonette Salazar** is a state relations strategist with Education Commission of the States, where her work focuses on developing state relations strategies and working directly with 13 states, including Indiana. Throughout her career, Salazar has become a content expert in a wide variety of issues including K-12 and higher education, career and technical education and state budgets. Salazar's strategic thinking and ability to collaborate with and mediate among state agencies and elected officials has led to the passage of successful public policy in many states. Her strategic planning expertise has helped at the state, national, and global level.

As the National Program Manager for the Armed Services Vocational Aptitude Battery (ASVAB) Career Exploration Program (CEP), Dr. **Shannon Salyer** is responsible for creating, delivering, evaluating, and monitoring all program materials and assessments included in the ASVAB CEP program. The program offers the ASVAB, an interest inventory (FYI), and an interactive Occu-find tool that includes information on over 1,000 careers. The program generates 480,000 pre-qualified leads for military recruiters, and of those enlisting in the Services, 15% use their score from ASVAB CEP. Salyer worked as an Assistant Professor at Tusculum College and Pfeiffer University before entering government service at the Defense Language Institute, Foreign Language Center. Salyer is now with the Department of Defense and works in Monterey, CA at the Office of People Analytics.